"**Merging School Climate in Pursuit of Academic Excellence**"
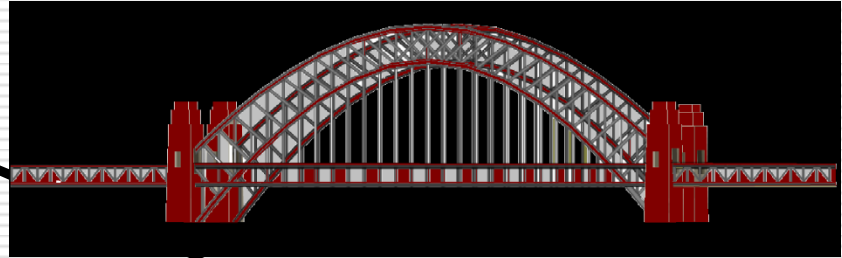
Effective Implementation of Programmatic Interventions

Office of Safe and Healthy Students
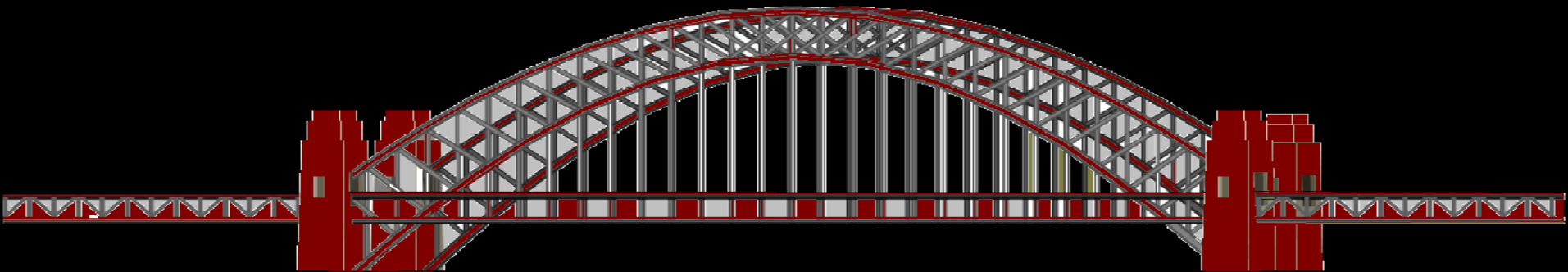
April 11-12, 2012

Chicago, Illinois

Align Prevention

Intervention Resources

Through Collaboration
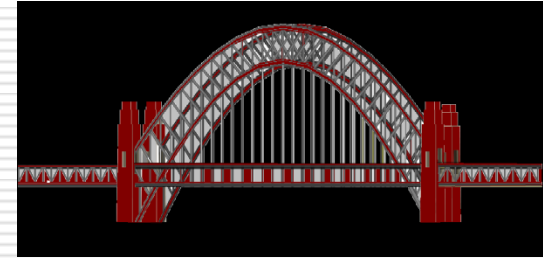## "To Create the New Normal"

Arnie Duncan
Secretary of USDE

"Building State Capacity for Preventing Youth Substance Use and Violence Grant"
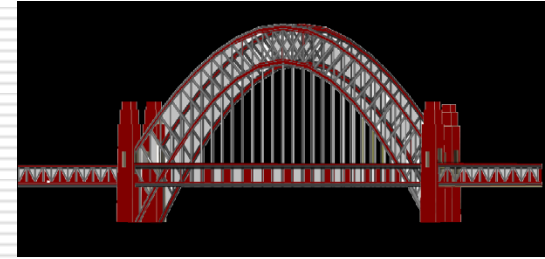
AKA
"BRIDGE Grant"

THE BRIDGE IS TO...

- Enhance and sustain the state prevention and intervention infrastructure for supporting localities

- Support training and technical assistance to advance local collaboration

- Support the development of the school climate standards and guidelines

THE BRIDGE WILL SUPPORT

- Strategic Planning

- Multidisciplinary Advisory Teams at the state and local levels

- The statewide conference

- Series of workshops sessions for localities

Statewide Advisory Teams
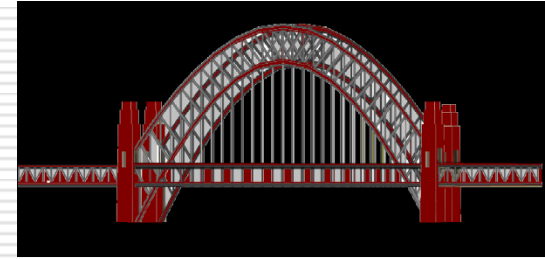
Student Assistance Prevention –
Intervention Team

School Climate Team

THE STATE LEVEL STUDENT ASSISTANCE PREVENTION INTERVENTION TEAM WILL

- Identify gaps, overlaps and weakness in existing infrastructure

- Develop a new plan with all existing information

- Review training and technical assistance materials and participate in regional workshops

A SCHOOL CLIMATE TEAM WILL

- Develop school climate standards and guidelines

- Review training and technical assistance materials

- Assist in furthering school climate assessment

Shifting Gears
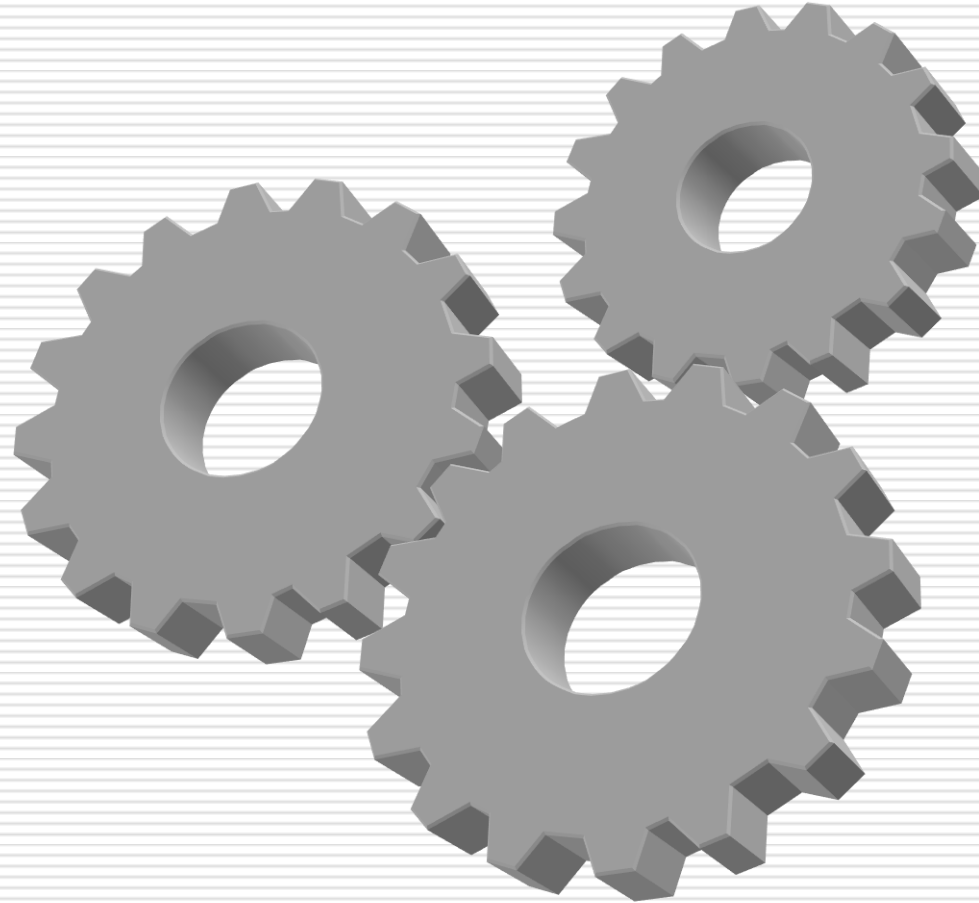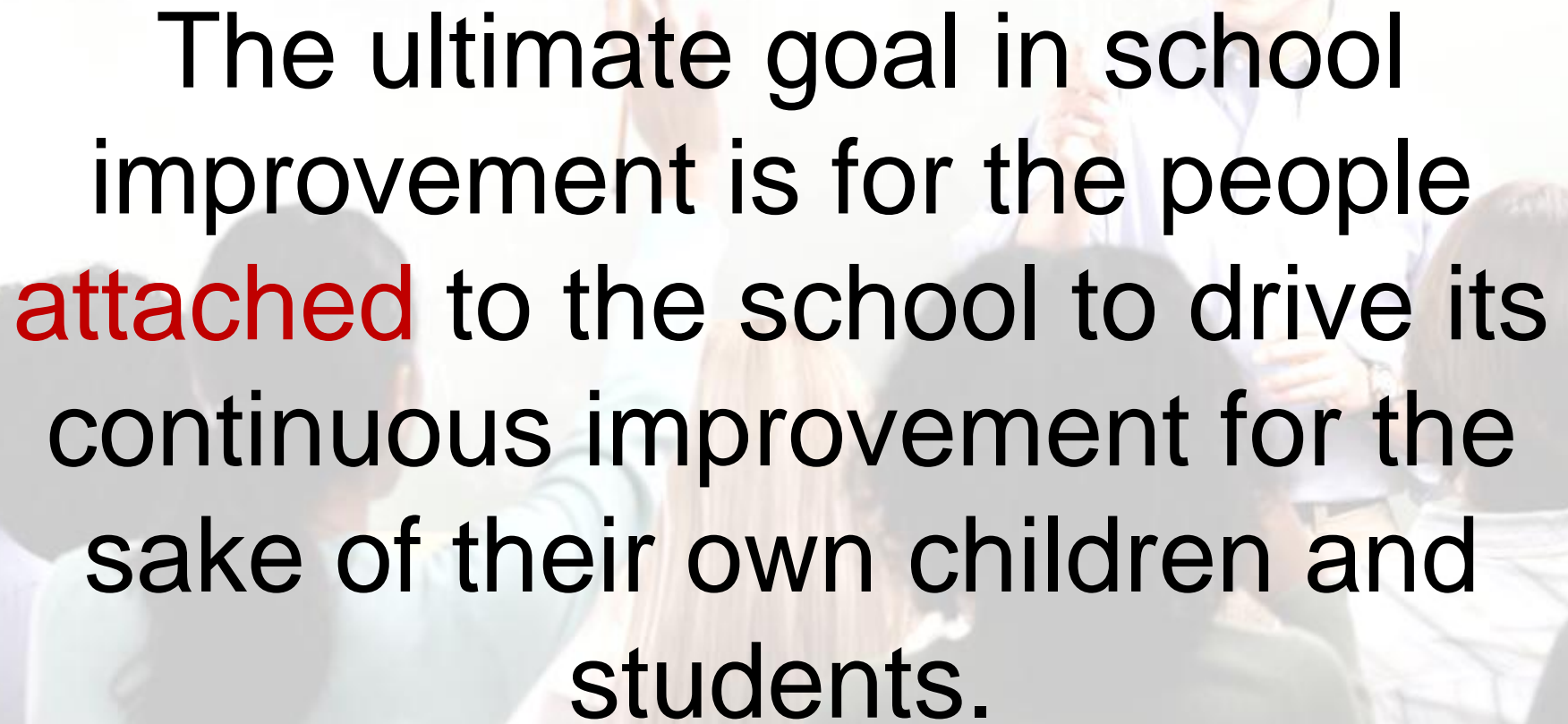
VIRGINIA DEPARTMENT OF EDUCATION

Office of School Improvement
Student Assistance Programming:
Creating Conditions for Teaching and Learning
Part One: March 6, 2012 -- Part Two April 24, 2012
Jo Ann Burkholder

Conference call in information
Phone number – 1-866–842-5779
Conference Code – 3305482954

Press *6 to mute your phone
Press #6 to unmute

The ultimate goal in school improvement is for the people attached to the school to drive its continuous improvement for the sake of their own children and students.

- Dr. Sam Redding

Today's Agenda

1. Welcome
2. Overview of Student Assistance Programming
3. SAP Core Team and Student Early Identification
4. Engaging Parents at All Levels
5. Professional Development for All
6. Reflections

Objectives

Participants will:

- have an understanding of Student Assistance Programming infrastructure

- be able to incorporate programming into a tier model that include students, families and communities entities

- have an understanding of the teams purpose and functions

- be able to plan relevant professional development

Research Says…

- ☐ Students involved in student assistance programming:
  - ■ Increased their attendance by 70 percent
  - ■ Improved their promotion or graduation rates by 68 percent
  - ■ Decreased their discipline problems by 60 percent

    (Fertman, Helper, Tarasevich, 2003, Retrospective Analysis of the Pennsylvania Student Assistance Program Outcome Data: Implications for Practice and Research- unpublished)

Research Says…

- ☐ Greater gains in math and reading
- ☐ Pro-social school and classroom behavior
- ☐ Improved attitudes about self, others, and school
- ☐ Improved social and emotional skills
- ☐ Positive relationships among students, staff and parents
- ☐ More respectful and safe school culture/climate

Durlak, Weissberg, Taylor, and Dymnicki (2008)
Osher and Kendziora (2010,)

Student Assistance Programming in Virginia

- ☐ Standards of Quality
- ☐ Standards of Accreditation
- ☐ Virginia Board of Education Comprehensive Plan
- ☐ Virginia Commission on Youth
- ☐ Student Assistance Programming Manual: Creating Positive Conditions for Teaching and Learning

Student Assistance Programming Manual – Creating Positive Conditions for Teaching and Learning

- ☐ Section 1 -How SAP Meets the Social and Emotional Needs of Youth
- ☐ Section 2 -SAP at the School Level
- ☐ Section 3 -SAP at the Division Level
- ☐ Section 4 -Appendix
- ☐ Section 5 -References
- ☐ Section 6 -Resource Descriptions and Websites

Student Assistance Programming Overview

- ☐ Adaptable in its scope and flexible in its implementation
- ☐ Provides division administrators and principals with a proven process
- ☐ Uses evidence-based curricula, programs, practices, strategies and communities services
- ☐ Fosters positive relationships

Standards

Conditions for Teaching and Learning

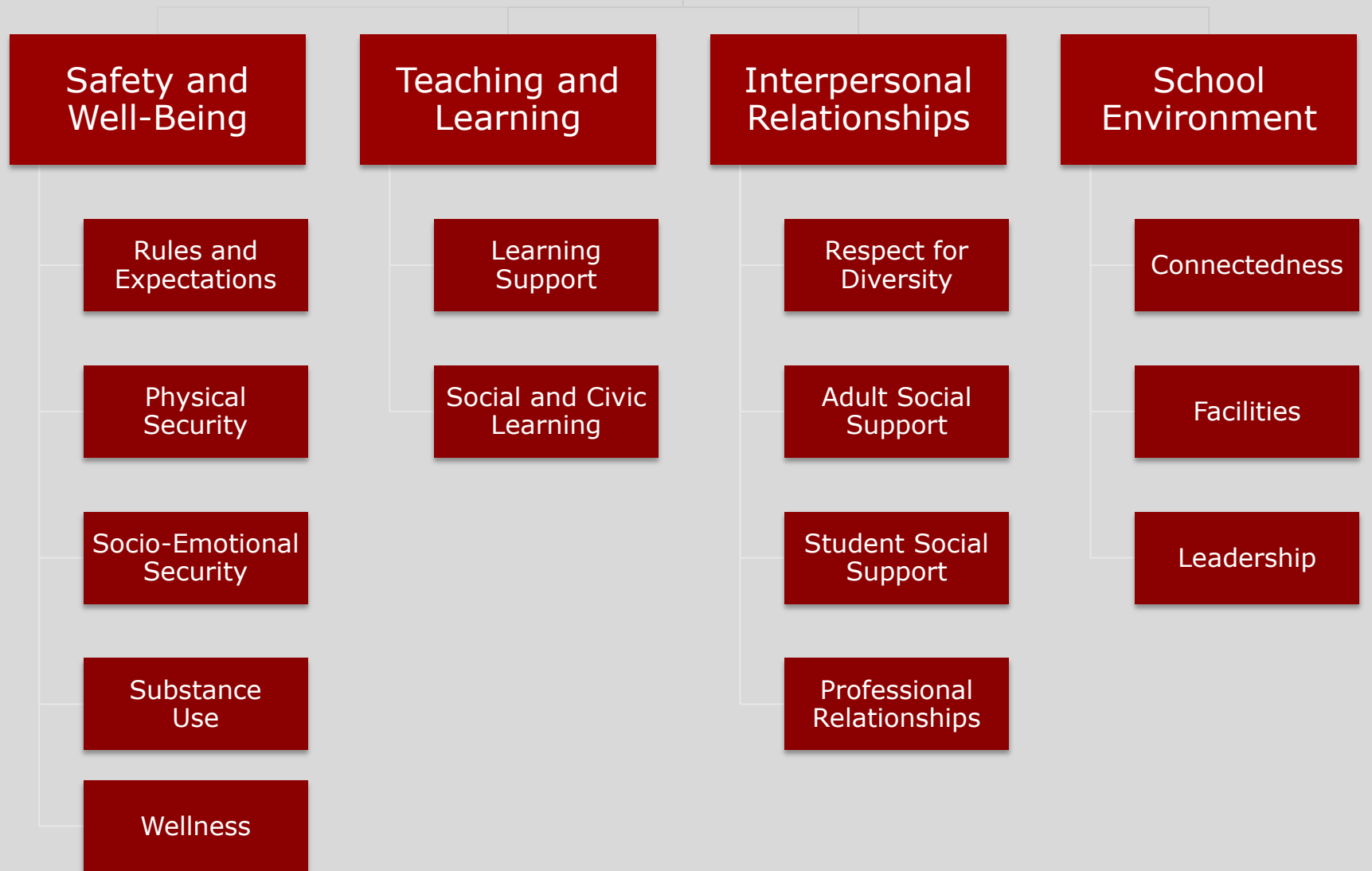| Safety and Well-Being	Teaching and Learning	Interpersonal Relationships	School Environment
Rules and Expectations	Learning Support	Respect for Diversity	Connectedness
Physical Security	Social and Civic Learning	Adult Social Support	Facilities
Socio-Emotional Security		Student Social Support	Leadership
Substance Use		Professional Relationships	
Wellness			
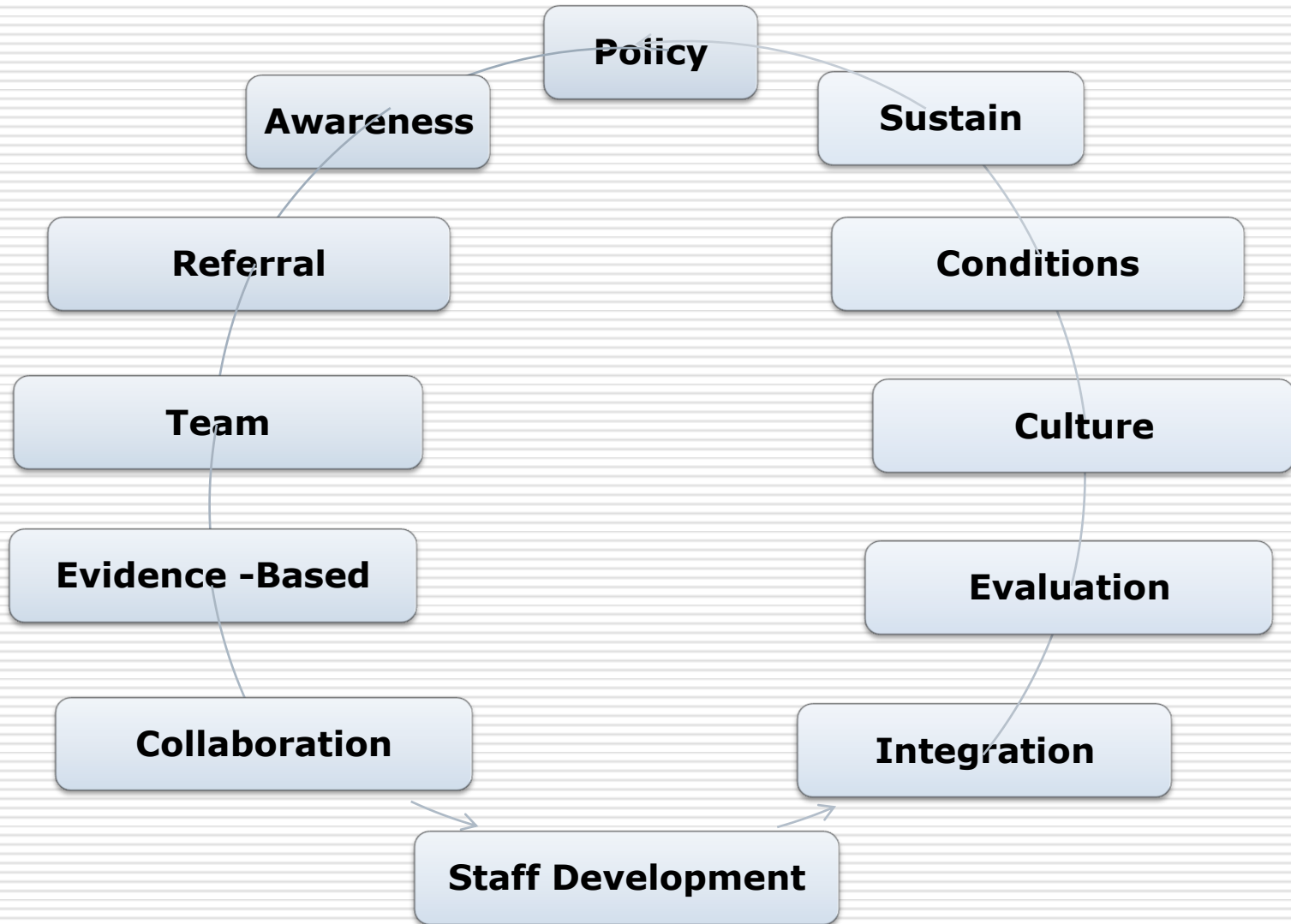
Adapted from:
The 12 Dimensions of School Climate Measures. National School Climate Center, 2011, schoolclimate.org
ESEA Reauthorization at the Office of Safe and Drug-Free Schools Webinar Session. Kevin Jennings, Assistant Deputy Secretary, U.S. Department of Education, 2010. Web site: http://www2.ed.gov/about/offices/list/osdfs/webinar41410.ppt

Student Assistance Programming Definition

School-based infrastructure that is adaptable and flexible in creating positive conditions for teaching and learning by using proven curricula, programs, practices and strategies that bring help to students, families, schools and communities

An integrated system defined by a tiered model of continuum of supports to address barriers to student learning, success and graduation

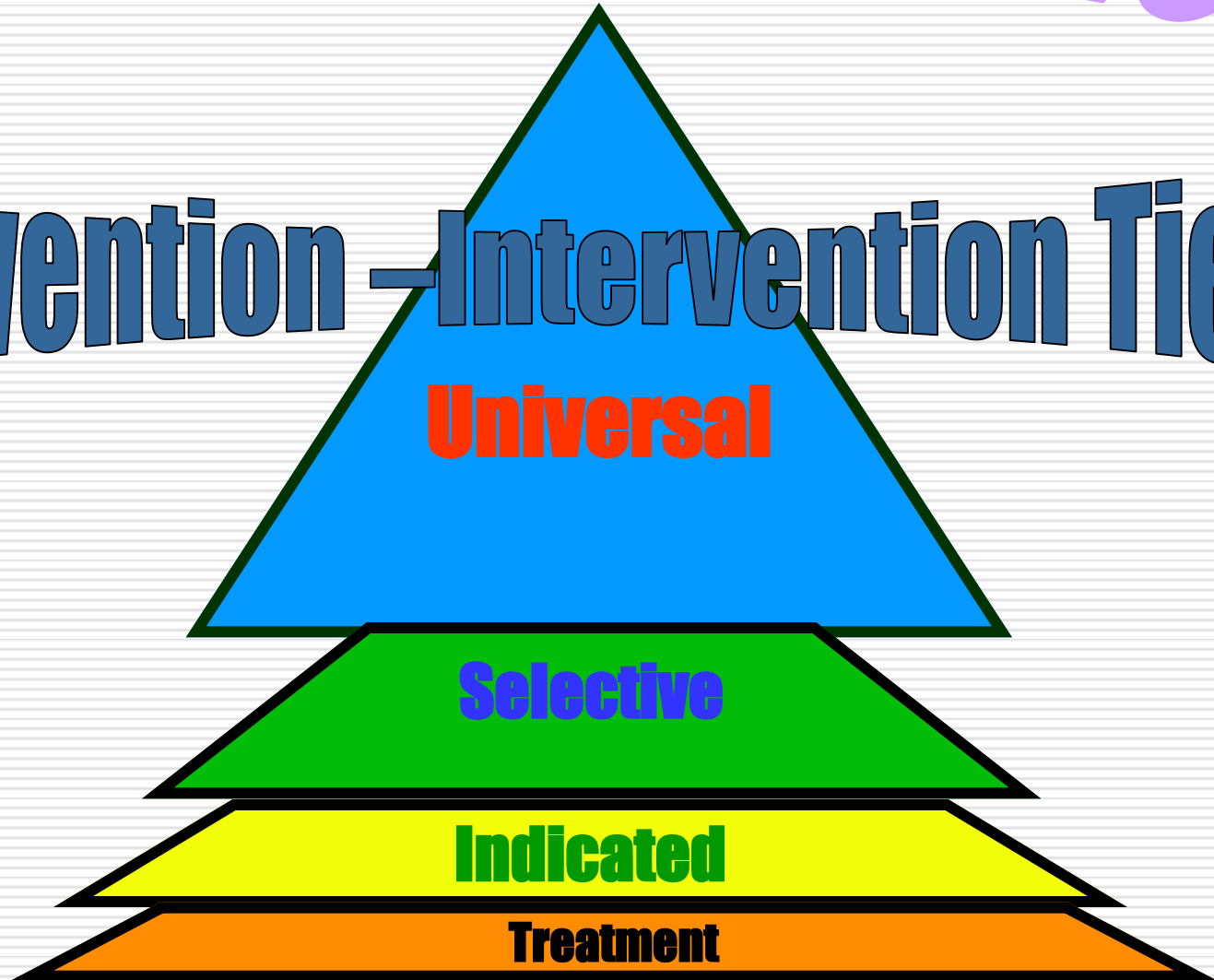**P**romotes healthy school culture/climate, student development and collaboration with parents and community entities.

Prevention For All, Some, And One Student/Family At A Time

Universal

- Policies, procedures, programs, strategies that impact all students, staff and families

- Focused on system change that improves school climate and the learning environment

- All students receiving the same information

Selected

- Efforts focused on a selected group of students who have common characteristics

- Strategies are directed toward increasing academic remediation, resiliency and protective factors and reducing identified risk factors

Potential Selected Populations

- ☐ Attendance
- ☐ Homelessness
- ☐ Youth offenders
- ☐ Youth in foster care
- ☐ Potential drop-outs
- ☐ Students with social/academic problems
- ☐ Students with discipline problems
- ☐ Others

Indicated

- ☐ Targeted toward the individual student who is demonstrating identifiable causes for concern – behavior, substance use and mental and physical health, academics, truancy and family problems

- ☐ Strategies include school-based resources and connecting with community resources

Fragmented and Marginalized Programs/Services
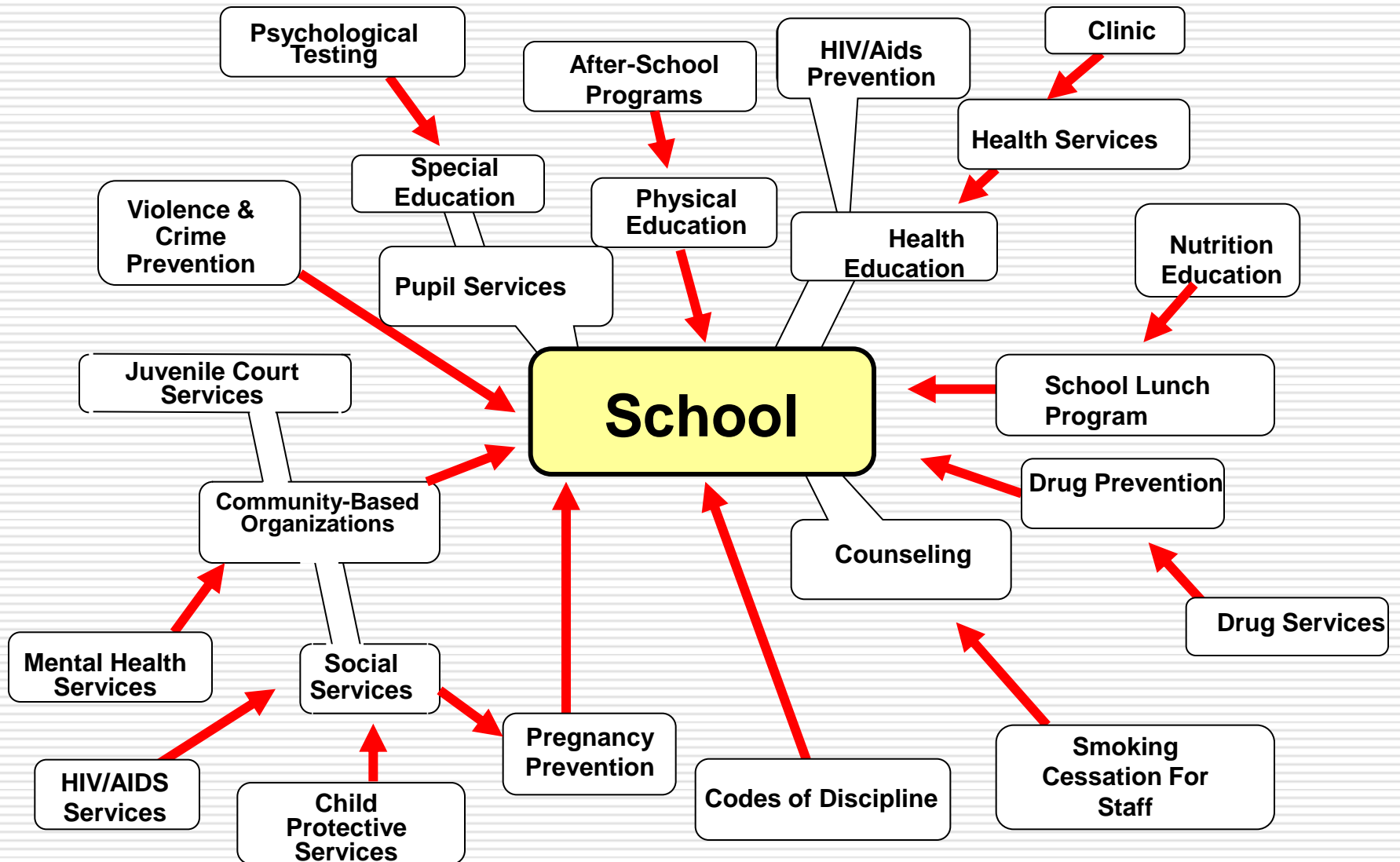
Psychological Testing

After-School Programs

HIV/Aids Prevention

Clinic

Special Education

Physical Education

Health Services

Violence & Crime Prevention

Pupil Services

Health Education

Nutrition Education

Juvenile Court Services

School

School Lunch Program

Community-Based Organizations

Drug Prevention

Counseling

Mental Health Services

Social Services

Pregnancy Prevention

Codes of Discipline

Drug Services

Smoking Cessation For Staff

HIV/AIDS Services

Child Protective Services

Connecting and creating a system

Tiered
- Healthy Development
- Universal
- Selected
- Indicated
- Recovery

School
- Academic, Social, Emotional, Health
- Bullying
- Drug and alcohol
- Behavioral
- Truancy
- Service learning
- Mentoring
- Individual and small group counseling
- Referral
- Credit Recovery

Community
- Public health & safety programs
- Immunizations
- Recreation & enrichment
- Counseling
- Foster placement
- Family support
- Shelter, food, clothing
- Job programs
- Emergency/crisis treatment
- Long-term therapy
- Probation/incarceration
- Hospitalization
- Drug treatment

Level	Division/School	Community
1 **Health Promotion**		
2 **Universal**		
3 **Selective**		
4 **Indicated**		
5 **Treatment**		
6 **Recovery**		

Student Assistance Teams

☐ The SAP Core Team oversees student assistance programming at the universal, selected and indicated levels.

☐ SAP Core Teams exist at division and school levels. Their roles at each level are distinct and significant.

A team can achieve more, faster and with better results than one person.

SAP Teams focus on creating conditions for learning and systems of support that:

- Seeks to promote the full potential of every child and youth by addressing their physical, emotional, intellectual, cultural and social needs

- Recognize the importance of family, school and community

Division-level Team

- Develops policies and procedures
- Support school needs
- Analyzes data
- Develops a broad-based prevention plan
- Reviews curricula and plans
- Handles agreements with all community-based service providers

Team representatives

- Schools and Parents
- Youth-service organizations
- Faith-based community
- Probation services
- Community welfare groups
- Healthcare community
- Law enforcement
- Business
- Government
- Prevention and treatment agencies

School-level Core-Team

- Oversees student-assistance programming at the universal, selected and indicated levels
- Case(care) manage
- Coordinate professional development
- Market opportunities and services
- Surveys, data, record keeping and completing reports

- Team representatives
- Principal
- Manager
- SAP Coordinator
- School Counselor
- Graduate Coach
- Special Ed Staff
- Teachers
- Attendance Staff
- Coach
- Agency staff (MOU)
- Others

Core-team Basic Functions

- ☐ Establish priorities for each tier based on a needs assessment (students and parent) that supports the school improvement plan

- ☐ Review information on referred students
  - ■ Meet with students and parents, develop plans and case (care) manage

- ☐ Collaborate with community resources
- ☐ Coordinate professional development
- ☐ Build and sustain awareness

Topics Covered on the Teaching Survey

- School Climate

- School Leadership

- Shared Decision Making

- Career Intentions

- Students and Learning

- The Teaching Experience

Topics Covered in the Learning Survey

- Student-Teacher Relationship
- Students and Learning
- Teacher Involvement
- Students at Home and in the Community
- School Climate
- Alcohol, Tobacco and Other Drug Use
- Violence, Bullying, Absenteeism, Suspensions

Early Identification Of Students to Assist

☐ Identify students with problems before they can harm the students' potential for a successful school year

☐ Virginia Early Warning System gives many of the indicators teachers and staff should monitor

☐ Behavior checklists give different information and discussions personalizes the process with parents and students

Early Identification Of Students to Assist

- ☐ Student/Family referred/needs identified
- ☐ Develop a plan of support
  - ◼ School and/or community resources

- ☐ Case (Care) Manager assigned
  - ◼ Monitor, ongoing discussions with student/parents

- ☐ Review progress with team
- ☐ Close or Continue

Benefits of SAP Teams

❏ Promote faculty identification of at risk student in advance of Early Warning System data

❏ Capture more detailed information from faculty than reflected in an Early Warning System

❏ Address barriers to learning and living

❏ Coordinate school and community resources

❏ Help students achieve and graduate by fostering resiliency and reducing risk factors

❏ Encourage effective teaming
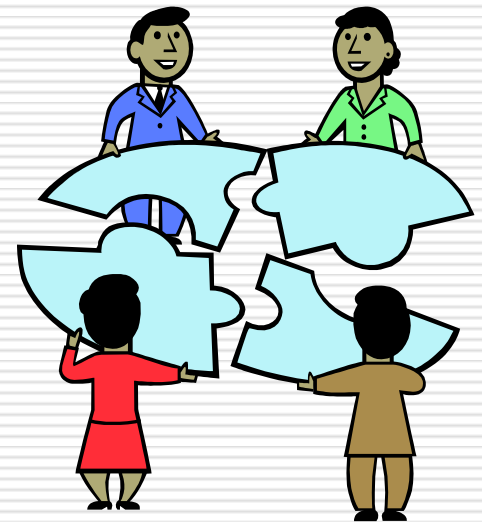
❏ Improve school culture/climate

Engaging Parents At All Levels

- ☐ Differentiating family supports is just as important as differentiating instruction

- ☐ One size does not fit all

- ☐ Multiple approaches are needed to engage parents, grandparents, single parents, foster parents, older siblings, teen parents, military parents, incarcerated parents, cultures
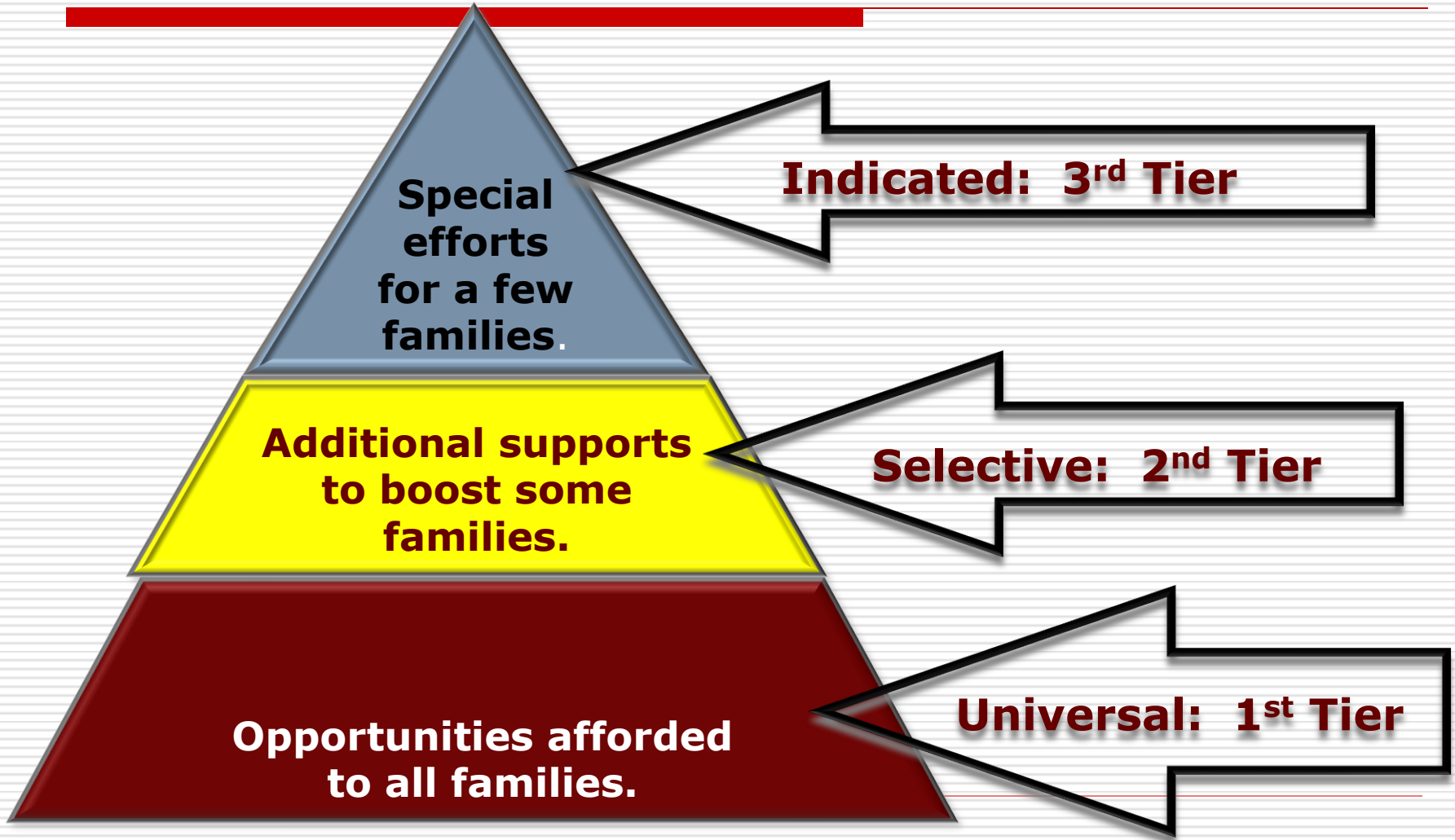
How do Higher Performing Schools Engage Families and Community?

☐ Build trusting collaborative relationships among teachers, families, and community members

☐ Recognize, respect, and address families' needs, as well as class and cultural difference

☐ Embrace a philosophy of partnership where power and responsibility are shared

(Henderson & Mapp, 2002)

Tier Model for Differentiating Strategies to Maximize Family Engagement

Special efforts for a few families.

Indicated: 3rd Tier

Additional supports to boost some families.

Selective: 2nd Tier

Opportunities afforded to all families.

Universal: 1st Tier

David Osher- VA Conference 12/11

Universal Strategies for ALL Families

- ☐ Create a welcoming environment
- ☐ Solicit family input
- ☐ Provide an orientation
- ☐ Establish ongoing communication
- ☐ Sponsor social activities

Some Examples
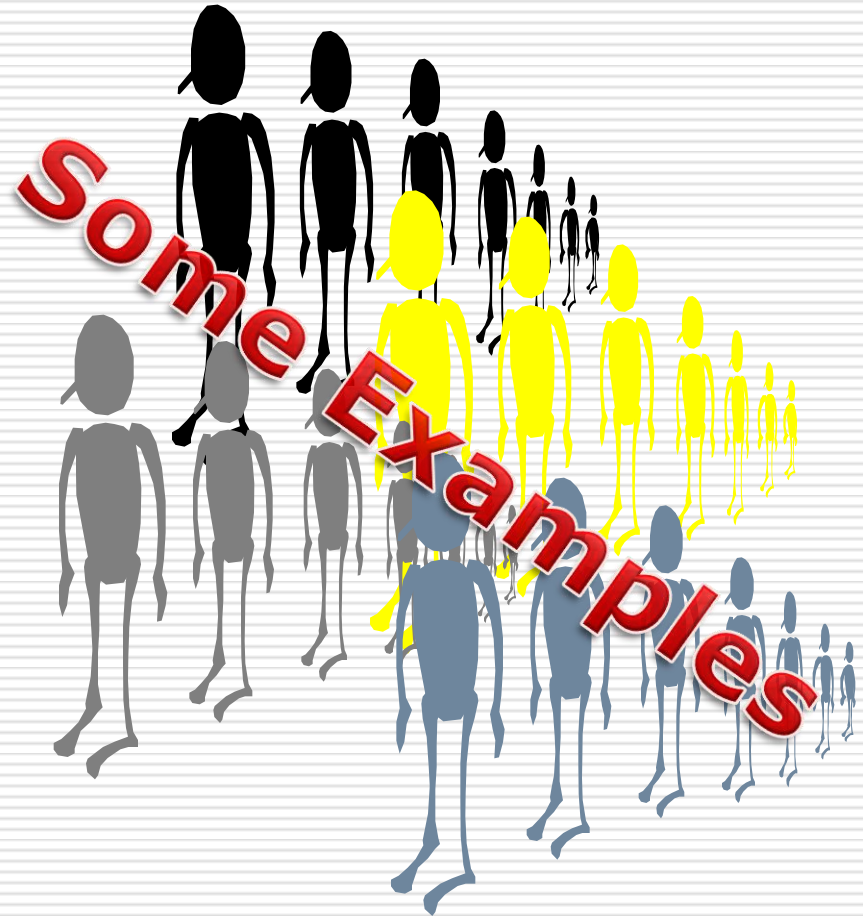
Selective Strategies to BOOST Some Families:

☐ Connect families with each other

☐ Offer families education and training

☐ Translate materials

☐ Solicit family input

☐ Recruit family members to serve on advisory groups

☐ Engage faith community

Some Examples
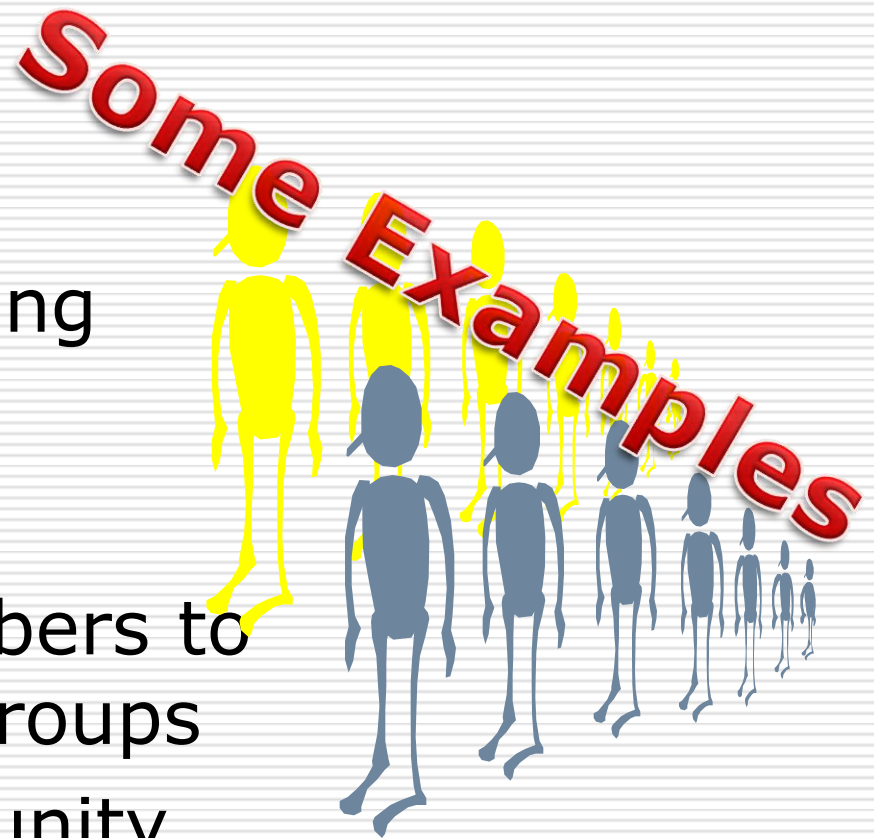
Indicated (intensive) Strategies for Hard to REACH Families

- ☐ Tailor approaches to each family
- ☐ Repair relationships between the student and his/her family

Some Examples

Professional Development For All

- ☐ The school's SAP Core Team conducts a training-needs assessment survey of staff and faculty each year

- ☐ The results are used to develop a training plan in collaboration with the school's administration

- ☐ Integrating this plan with the school's improvement plans affords more opportunities for staff development

Three Broad Goals For Professional Development

☐ Increase the number of staff members who participate in identifying students, thereby helping more of those students who need it

☐ Connect identified students to support services, whether in school or within the community, as needed

☐ Provide school staff with language and terms that help them communicate clearly with each other, and persuasively with students who need help

Professional Development For All

Who gets trained	Topic examples
Administrators	☐ What is SAP
Teachers	☐ How to refer
Student support	☐ Cultural differences
Custodial staff	☐ Tier model
Bus drivers	☐ Risky behaviors
Cafeteria workers	☐ Stress management

Professional Development For All

☐ Faculty wellness support is important for all faculty members, and it should be an integral part of staff development for SAP Core Team members. Any involvement in student assistance cases can take an emotional toll on a participant

Key Questions A Training Plan Should Address

- ☐ How do we inform new staff about SAP processes and strategies?
- ☐ What are the minimum and optimum topics, and the times for training, during the school year?
- ☐ What training has occurred and how effective has it been?
- ☐ What training remains to help staff understand student needs beyond the academic curriculum?
- ☐ Are there other ways of training besides those that require in-service time?

Reflections

Identify:

- 3 take aways
- 2 things to improve
- 1 thing to do

Part 2 – Student Assistance Programming

April 24, 2012 at 10:00 a.m. and 2:00 p.m.

For More Information contact

Jo Ann Burkholder, Coordinator
Student Assistance Systems
804-371-7586
E-mail – joann.burkholder@doe.virginia.gov

A Round of Applause To You!

Thank you for all you do!

Office of School Improvement
Student Assistance Programming:
Creating Conditions for Teaching and Learning
Part Two April 24, 2012
Jo Ann Burkholder

Conference call in information
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Jo Ann Burkholder, Coordinator
Student Assistance Systems

Office of School Improvement
Virginia Department of Education
Phone: 804-371-7586
E-mail:
joann.burkholder@doe.virginia.gov